Academic Program Review

ACADEMIC YEAR	2012-2013	☐ Basic Skills ☐ Transfer ☐ Career Technical Education (CTE)
PROGRAM	American Sign Language	
DEPARTMENT	World Languages and Communication	
DIVISION	Arts Letters and Learning Services	
SUBMITTER	Liisa Mendoza	

I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL **1**	**INSTITUTIONAL MISSION AND EFFECTIVENESS** – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.
INSTITUTIONAL GOAL **2**	**STUDENT LEARNING PROGRAMS AND SERVICES** – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.
INSTITUTIONAL GOAL **3**	**RESOURCES** – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.
INSTITUTIONAL GOAL **4**	**LEADERSHIP AND GOVERNANCE** – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

II. PROGRAM GOALS

A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

Note: AMSL does not include any program goals because it is not a major.

PAST PROGRAM GOALS (Describe past program goals.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review: American Sign Language does not have a formal program, so there were no program goals identified in the last program review. However, AMSL has coordinated with other World Languages and recognizes the program level goals of linguistic and cultural competency.	☐ 1 ☐ 2 ☐ 3 ☐ 4
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review:	☐ 1 ☐ 2 ☐ 3 ☐ 4
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

3	PAST PROGRAM GOAL #3	INSTITUTIONAL GOAL(S)
	Identify Program Goal from Last Program Review:	☐ 1 ☐ 2 ☐ 3 ☐ 4
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

Comments:

B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH

1. Summarize and analyze all disaggregated data by day, evening, gender, ethnicity, and distance education regarding enrollments, fill rates, productivity, completion, success, retention, persistence, and transfer (complete a, b, & c). ***Attach graphs or trend data***.

   a. Discuss and chart the trends in enrollment and fill rate for each program by day and evening at the program level.

Term	Program	Day Sections	Day Fill	Day Enroll	Day Mass Cap	Ex Day Sections	Ex Day Fill	EX Day Enroll	EX Day Mass Cap	Online Sections	Online Fill	Online Enroll	Online Mass Cap
Fall 2010	AMSL	7	114%	199	175	4	109%	109	100	0	0%	0	0
Fall 2011	AMSL	7	110%	193	175	3	95%	71	75	0	0%	0	0
Fall 2012	AMSL	7	106%	185	175	3	104%	78	75	0	0%	0	0
Spring 2011	AMSL	7	116%	203	175	5	109%	136	125	0	0%	0	0
Spring 2012	AMSL	7	97%	169	175	4	102%	102	100	0	0%	0	0
Spring 2013	AMSL	9	111%	250	225	3	97%	73	75	0	0%	0	0
Average	AMSL	7.3	109%	199.8	183.3	3.7	103.5%	94.8	91.7	0.0	#DIV/0!	0.0	0.0
Fall '10 - '12 Change		100%	93%	93%	100%	75%	95%	72%	75%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Spring '11 - '13 Change		100%	105%	105%	100%	167%	115%	192%	167%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

The AMSL courses continue to deliver high fill rates for both day and extended day classes. The extended day sections are consistently at a slightly lower fill rate than the day sections. Extended day sections did decrease in both section number and fill rate in Spring 2013. They also decreased in number of students; the numbers from Spring 11 – 13 are incorrect on the Change column. There was a decrease, so the enrollment change was actually 54%.

Day enrollment increased significantly in Spring 2013, due to two extra sections being offered. Even with the additional sections, the fill rate was 111%. The courses are obviously in high demand. AMSL is not currently offered on line or in a hybrid setting. Enrollment does seem to trend higher in the spring than the fall. Fluctuations in enrollment seem closely tied to the number of sections being offered.

   b. What are the trends in productivity? (WSCH/FTEF) The goal is 525 as per state guidelines. A low number means that we are below target levels for productivity. For example, in a small class that has a mandated cap of 15 students, the fill rate may be

100% but the productivity number (WSCH/FTEF) will be very low. A class with a cap of 40 students with a 100% fill rate will have a productivity number close to or above 525.

American Sign Language														
Term	Enroll	Fill	Sections	Mass Cap	Avg Class Cap	Avg Class Size	FTES	FTEF	WSCH/FTEF	Success	Reten tion	Day Classes	Extended Day Classes	Online Classes
Fall 2010	308	112%	11	275	25	28	49.87	3.24	475.35	84%	90%	7	4	0
Fall 2011	246	109%	9	225	25	27.33	37.93	2.58	464.11	87%	92%	7	2	0
Fall 2012	263	105%	10	250	25	26.3	44.25	3.04	446.43	81%	90%	7	3	0
Spring 2011	339	113%	12	300	25	28.25	54.37	3.57	479.6	78%	86%	7	5	0
Spring 2012	271	99%	11	275	25	24.64	42.03	3.24	418.25	85%	91%	7	4	0
Spring 2013	323	108%	12	300	25	26.92	49.31	3.57	456.97	81%	87%	9	3	0
% Change from Fall 2010 to Fall 2012	-15%	-6%	-9%	-9%	0%	-6%	-11%	-6%	-6%	-4%	1%	0%	-25%	NA
% Change from Spring 2011 to Spring 2013	-5%	-4%	0%	0%	0%	-5%	-9%	0%	-5%	4%	1%	29%	-40%	NA

AMSL has a relatively high productivity rate, despite the low cap of 25 students per section. Productivity does not seem to trend higher in the fall or in the spring. Productivity and retention seem relatively stable over the last two years. The retention rates are very high, averaging 85% or better. Success rates are also high, averaging 80% or better, except for Spring 2011. Productivity will be up next year, due to the Spring 2014 increase in cap to 28. A higher cap should generate higher productivity.

c. Discuss and chart the success and retention rates by day, evening (extended day), and online classes in each program and identify gaps.

Term	Program	Day Enrollment	Day Success Rate	Day Retention Rate	Extended Day Enrollment	Extended Day Success Rate	Extended Day Retention Rate	Online Enrollment	Online Success Rate	Online Retention Rate
Fall 2010	AMSL	199	84%	89%	109	85%	92%	0	0%	0%
Fall 2011	AMSL	193	88%	92%	71	86%	93%	0	0%	0%
Fall 2012	AMSL	185	83%	93%	78	77%	85%	0	0%	0%
Spring 2011	AMSL	203	81%	91%	136	72%	79%	0	0%	0%
Spring 2012	AMSL	169	83%	91%	102	87%	92%	0	0%	0%
Spring 2013	AMSL	250	80%	87%	73	82%	88%	0	0%	0%
Average		1398.8	83%	90%	663.8	81%	88%	0.0	#DIV/0!	#DIV/0!

The day courses have slightly higher success rates and slightly higher retention rates, when averaged for the past six semesters. The variation is only a few percent, so it may not be statistically significant. The day courses have consistently lower success rates in the spring than in the fall for this period. This may be due to the higher enrollment that generally occurs in spring. The extended day courses do not have a consistent pattern to discuss. There are no online sections offered at the current time.

d. Discuss and chart the success and retention rates in each program and identify gaps for five ethnic groups. (African-American, White, all Hispanics, Other, Unknown).

	AMSL														
	African-American			Hispanic			White			Other			Unknown, Non-Responsive		
	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention	#	Success	Retention
Fall 2010	3	67%	67%	265	85%	91%	19	74%	74%	8	100%	100%	13	92%	92%
Fall 2011	4	100%	100%	228	86%	91%	9	100%	100%	5	100%	100%	18	89%	100%
Fall 2012	1	100%	100%	227	81%	90%	12	75%	83%	1	100%	100%	22	86%	100%
Spring 2011	7	86%	100%	287	78%	85%	17	82%	88%	4	75%	100%	24	67%	92%
Spring 2012	4	50%	50%	239	85%	92%	6	83%	100%	2	100%	100%	20	85%	90%
Spring 2013	1	100%	100%	288	81%	88%	8	100%	100%	0	0%	0%	26	77%	77%
Total	20	80%	85%	1534	82%	89%	71	83%	87%	20	95%	100%	123	81%	91%

Retention and success rates seem very high, regardless of ethnicity. All ethnic groups experienced a success rate of 80% or better, when averaging the last six semesters. Retention rates were also high, averaging 85% or better across all ethnic groups

listed.

It is interesting to note that the lowest success and retention rates come from the African-American ethnic group; these numbers still remain relatively high overall.

e. Discuss the trends in the number of degrees or certificates awarded, if applicable. (You may be able to expand more about this in B.3 below.)

This is not applicable, as AMSL does not have a degree or certificate at the present time.

f. What program changes, if any, will you recommend that you expect would have a positive effect on your students in your program, if applicable?

At this time, the creation of an AMSL associate degree should be investigated, and initiated if determined to be a viable program. The creation of a terminal degree may very well help with retention of students from semester to semester, not just within a semester. It could also help with the fill rates of upper level classes. The feasibility of an Interpreter Training Program should also be considered.

2. Summarize revisions, additions, deletions, or alternate delivery methods to courses and/or program based on the last program review.

No courses have been deleted during this cycle. The possibility of an online or hybrid AMSL course should be investigated. Some preliminary data in the field indicates that online only ASL courses do not experience the same skill success as face to face classes do. Further investigation is warranted, along with the possible creation of a hybrid course.

Additionally, the development of further courses may be warranted. If an AA degree is initiated, the creation of an ASL Linguistics course as well as an ASL Literature course would be advisable. The feasibility of establishing an Interpreter Training Program should also be investigated.

3. Evaluate the program's viability by addressing program completion, size (FTES), projections (growing/stable/declining), and quality of outcomes. For CTE programs, also include labor market projections, placement, and performance on external testing/exams (i.e.

ASE, NABCEP) and industry-recognized credentials, placement, and performance on external testing or exams (NCLEX, ASC, NAP).

AMSL has no program, so it is difficult to gauge program completion. Regarding quality of outcomes, several students from IVC have been accepted to California State University of Northridge (CSUN) and Sacramento State University to continue their ASL studies. Some have continued on to major in ASL or Deaf Studies, while others have pursued interpreting.

Of the first class of 8 who went through Interpreting I and Interpreting II during this cycle, 2 are currently working locally as interpreters. A third student is attending CSUN to become a teacher for the Deaf.

C. FUTURE – LIST OF "SMART" (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.

Note: AMSL does not include any program goals because it is not a major.

FUTURE PROGRAM GOALS (Describe future program goals. List in order of budget priority.)	INSTITUTIONAL GOAL(S) (Check all that apply.)

1	FUTURE PROGRAM GOAL #1 Budget Priority #1	INSTITUTIONAL GOAL(S)
Identify Goal: American Sign Language does not have a formal program at this time, so no program goals are being identified.		☐ 1 ☐ 2 ☐ 3 ☐ 4
Objective:		
Task(s):		

Timeline:				
EXPENSE TYPE	**FUNDING TYPE**		**RESOURCE PLAN** (Check all that apply.)	**BUDGET REQUEST**
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

2	FUTURE PROGRAM GOAL #2 Budget Priority #2	INSTITUTIONAL GOAL(S)
Identify Goal:		☐ 1 ☐ 2 ☐ 3 ☐ 4
Objective:		
Task(s):		
Timeline:		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

3	FUTURE PROGRAM GOAL #3 Budget Priority #3	INSTITUTIONAL GOAL(S)
Identify Goal:		☐ 1 ☐ 2 ☐ 3 ☐ 4
Objective:		
Task(s):		
Timeline:		

EXPENSE TYPE	FUNDING TYPE		RESOURCE PLAN (Check all that apply.)	BUDGET REQUEST
☐ One-Time ☐ Recurring	☐ Categorical Specify:	☐ General Fund	☐ Facilities ☐ Marketing ☐ Technology ☐ Professional Development ☐ Staffing	$_____

TOTAL BUDGET REQUEST	$_____

1. How will your enhanced budget request improve student success?

Comments:

III. INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

ISLO 1	COMMUNICATION SKILLS
ISLO 2	CRITICAL THINKING SKILLS
ISLO 3	PERSONAL RESPONSIBILITY
ISLO 4	INFORMATION LITERACY
ISLO 5	GLOBAL AWARENESS

IV. PROGRAM LEARNING OUTCOMES (PLOs)

Note: AMSL does not include any program learning outcomes because it is not a major.

PROGRAM LEARNING OUTCOMES (Describe learning outcomes.)	**ISLO(S)** [Link PLO to appropriate ISLO(s).]

PLO 1	**PROGRAM LEARNING OUTCOME #1**	**ISLO(S)**
	Identify Program Outcome:	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 2	PROGRAM LEARNING OUTCOME #2	ISLO(S)
	Identify Program Outcome:	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

PLO 3	PROGRAM LEARNING OUTCOME #3	ISLO(S)
	Identify Program Outcome:	☐ ISLO 1 ☐ ISLO 2 ☐ ISLO 3 ☐ ISLO 4 ☐ ISLO 5
	Measurable Outcome Summary:	
	☐ Met ☐ Partially Met ☐ Not Met **Provide detail on any improvements/effectiveness and detail status on those not fully met:**	

***** ATTACH PLO/SLO GRID *****